

# Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	<small>Place date stamp here</small>
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -6 PM 2:28 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #		Amendment #
Angleton ISD	020902		
Vendor ID #	ESC Region #		
74-6000043	4		
Mailing address		City	State      ZIP Code
1900 North Downing Road		Angleton	TX      77515

### Primary Contact

First name	M.I.	Last name	Title
Dr. Patricia		Walker	Superintendent
Telephone #	Email address		FAX #
979-864-8000	<a href="mailto:drpat@angletonisd.net">drpat@angletonisd.net</a>		979-864-8070

### Secondary Contact

First name	M.I.	Last name	Title
Dena		Cline	AISD Grant writer
Telephone #	Email address		FAX #
979-864-8049	<a href="mailto:drcline@angletonisd.net">drcline@angletonisd.net</a>		979-864-8070

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Dr. Patricia		Walker	Superintendent
Telephone #	Email address		FAX #
979-864-8000	<a href="mailto:drpat@angletonisd.net">drpat@angletonisd.net</a>		979-864-8070

Signature (blue ink preferred)

Date signed

*Patricia Walker*

*2/5/18*

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #4—Request for Amendment**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Central Elementary School**  
**Angleton Junior High School**

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Angleton ISD campuses selected to participate in this grant application are Angleton Junior High and Central Elementary School. These campuses were selected based on their interest and need. Meetings were held among the district's Elementary Curriculum Director, Secondary Curriculum Director, Instructional Technology Coach, and Director of Academic Services to discuss the program's impact on current campus needs. Surveys were developed to send home to parents regarding technology and Internet resources at home. Additional meetings were also held with individual campus leadership teams. It was decided to leverage the proposed Technology Lending program to assist in academic intervention efforts at both campuses. This would be done through the purchase of Chromebooks, carrying cases for the Chromebooks, Kajeet Smartspot devices (for Internet access), a corresponding Kajeet data plan, and insurance for the devices. Chromebooks were chosen because the students' familiarity with them in the classroom (where they have 1:1 use, but only in the classroom and during school hours). The purchased items would be used to access already purchased or free educational software for at-home student use.

**CENTRAL ELEMENTARY:** The Campus Advisory Committee met and agreed that the objective of the program should be to provide 60 insured, covered Chromebooks with corresponding hotspot wireless devices to core teachers in grades 3-5, for 20 selected students in each grade level (roughly one-third of each grade level) to take and leave at home for educational use. The selection of students will be prioritized based on lack of home Internet/computer, documented as being below grade level, and classified as economically disadvantaged. A waiting list of another 60 students (20 per grade level) will also be developed in case students in the original cohort do not choose to participate or do not follow program stipulations.

A survey was sent home with to the families of all 430 students at Central. Of those, 184 surveys were returned. Of those, 12 (6.5%) responded that they had no computer or technology device at home on which to do school work, and 15 (8.2%) responded that they had no kind of Internet access outside of school. With only a 42.8% response rate among students despite efforts to encourage participation, Central was disappointed with the poor survey response. We have very strong reason to believe that the families who chose to not participate in the survey are also those who lack Internet and computer access at home and chose not to return their surveys out of shame. So the number of families lacking computer and Internet access are probably much higher than reported.

Central Elementary has 76.2% of its students classified as economically disadvantaged. In 2017, Central had only 71% of its 3<sup>rd</sup> graders approach grade level or above in STAAR reading and 60% in math. For the 4<sup>th</sup> grade, 64% approached grade level or above in STAAR reading and 65% in math. For the 5<sup>th</sup> grade, 72% approached grade level or above in reading STAAR. These levels are well below the state average and Angleton ISD's average.

In order to address learning gaps and provide academic intervention, student program participants will access MobyMax program software (for those below grade level in reading) and/or Ascend/Symphony program software (for those below grade level in math) for at least 60 minutes per week. These programs were chosen because they are already used by students in a very limited manner during the school day and students would be familiar with them. These programs are also aligned with TEKS curriculum, research-based, and individualized to meet each student's needs. They also enable teachers and staff to remotely monitor student progress and usage.

The outcomes expected by the use of these programs include student growth on STAR 360 in both reading and math, and improved STAAR scores.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**ANGLETON JUNIOR HIGH:** Campus leadership has proposed a program to target 95 students in grades 6-8 who are enrolled in the campus' reading intervention class. This class is a Multi-Tiered System of Support/Response To Intervention (RTI) initiative, which had not been a priority under previous campus leadership. The students in this class are several grade levels behind in reading. Approximately 98% of the students in this class are classified as economically disadvantaged.

The entire student body (minus absentees) participated in a technology survey asking about devices available for their use at home and their Internet access at home. There were 1,490 responses. Of those, 79 (or 5.3%) responded that they did not have a technology device at home for school work (with smartphones being listed as devices) and 111 (or 7.4%) responded that they did not have Internet access at home. These numbers closely correlate with the number of students in the reading intervention class that we are targeting.

While the campus currently has 1:1 Chromebook use during the school day on campus, the Technology Lending program would purchase wireless hotspot devices, the corresponding data plan, Chromebook cases and insurance that would enable these 95 students to take their campus Chromebooks back and forth from home to school daily. While at home, students would access for at least 60 minutes a week the educational software READING A-Z/RAZ KIDS, an award-winning resource that provides a library of differentiated books at 29 levels of difficulty that students can access remotely. This program includes motivational awards for students as well as remote progress capability and reporting for teachers. The K-6 leveled curriculum will allow accessibility for our lowest leveled readers. This software will be purchased with campus/Title I funds.

For grades 6-8 in 2017, Angleton Junior High had 75% approach grade level or above on all STAAR subjects and 76% in reading. For grades 6-8 in the same year, 69% of economically disadvantaged students approached grade level or above on all STAAR subjects and 70% in reading. In the 2017 8<sup>th</sup> grade class alone, 24% of all students required accelerated instruction in reading and 31% of economically disadvantaged students required accelerated instruction. We feel that the extra practice done at home through this program will increase our STAAR scores, and more importantly, increase the Lexile/reading levels of students, which is a major predictor of academic success in a broad number of areas.

**FOR BOTH CAMPUSES:** With help from the Central Elementary Campus Advisory Committee and the leadership of Angleton Junior High, a plan for monitoring both student progress and student maintenance of the purchased devices has been developed. First, parents/guardians of students selected to participate in the program will be notified about the program and information will be given through an in-person meeting, preferably at Open House. Both parents/guardians and students will be asked to sign a Technology Lending Agreement addressing maintenance/use of the hardware and student participation / progress in the educational software. This will be in addition to the Acceptable Use Procedures and Internet Safety document that students and parents/guardians are currently required to sign every year. Bar codes will be placed on the Chromebooks and Smartspot devices that will enable the campus librarian to "check out" the equipment to participating students. The librarian will ask that students bring the equipment back to the library for a mandatory "check-up" at least monthly to ensure the upkeep of the equipment. Classroom/intervention teachers of the participating students will monitor student progress on the educational software at least weekly to ensure participation and to evaluate the efficacy of the program. Students who fail to return their equipment for "check-up" on a consistent basis, who fail to take appropriate care of the equipment, who misuse the Internet access or who fail to participate in the assigned educational software will be removed from the program. Another student from the waiting list would then be added to the program.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 020902	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$63,154.04	\$	\$63,154.04
Schedule #9	Supplies and Materials (6300)	6300	\$3,061.85	\$	\$3,061.85
Schedule #10	Other Operating Costs (6400)	6400	\$0.00	\$	\$0.00
Schedule #11	Capital Outlay (6600)	6600	\$33,019.35	\$	\$33,019.35
Total direct costs:			\$99,235.24	\$	\$99,235.24
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$0.00
Grand total of budgeted costs (add all entries in each column):			<b>\$99,235.24</b>	<b>\$</b>	<b>\$99,235.24</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$99,235.24
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$14,885

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted
1	Kajeet 500 MB daily Data Plan (includes data & carrier fees for 18 months)	\$59,282.14
2	Securranty Chromebook Insurance (covering breakdown, accidental damage, lost & theft for 12 months)	\$2,478.45
3	Securranty Smartspot Insurance (covering breakdown, accidental damage, lost & theft for 12 months)	\$1,393.45
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		<b>\$63,154.04</b>
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0.00</b>
<b>(Sum of lines a and b) Grand total</b>		<b>\$63,154.04</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 020902

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$3,061.85
<b>Grand total:</b>		<b>\$3,061.85</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 020902		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$0.00
<b>Grand total:</b>		<b>\$0.00</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 020902

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1	Lenovo N23 Yoga Chromebook (including license)	60	\$289.15	\$17,349.00
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18	Kajeet 4G LTE Smartspot 900 devices (w/shipping)	155	\$99.97	\$15,670.35
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$33,019.35</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	934 and 459	62.6% and 76.2%	AJH and Central Elem respectively
Limited English proficient (LEP)	155 and 66	10.4% and 11.0%	AJH and Central Elem respectively
Disciplinary placements	55 and 0	3.4% and 0%	AJH and Central Elem respectively
Attendance rate	NA	96.6% and 96.7%	2015-2016 rates for AJH and Central respectively
Annual dropout rate (Gr 9-12)	NA	NA%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
				20	20	20	30	30	35					155

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Department at Angleton ISD proposed participation in this grant program to all nine Angleton ISD campus leaders. Principals at each campus were given a summarization of the main points of the grant. Only Angleton Junior High and Central Elementary expressed interest in participating in a technology lending program, so they were the campuses chosen to participate. After their selection, meetings were held with district technology personnel, elementary and secondary curriculum directors and campus administrators to determine how technology lending would address specific campus needs. Subsequent meetings were held with each campus' leadership and staff to ensure all needs were addressed.

Neither campus currently has a technology lending program or computer/Internet use outside the classroom during school hours. Both campuses have Chromebooks available for on-campus student use during school hours at a 1:1 ratio.

**Angleton Junior High:** The entire student body (minus absentees) participated in a technology survey asking about devices available for their use at home and their Internet access at home. There were 1,490 responses. Of those, 79 (or 5.3%) responded that they did not have a technology device at home for school work (with smartphones being listed as devices) and 111 (or 7.4%) responded that they did not have Internet access at home. These numbers closely correlate with the number of students in the reading intervention class that we are targeting.

For grades 6-8 in 2017, Angleton Junior High had 75% approach grade level or above on all STAAR subjects and 76% in reading. For grades 6-8 in the same year, 69% of economically disadvantaged students approached grade level or above on all STAAR subjects and 70% in reading. In the 2017 8<sup>th</sup> grade class alone, 24% of all students required accelerated instruction in reading and 31% of economically disadvantaged students required accelerated instruction. We feel that the extra practice done at home will increase our STAAR scores, but more importantly, increase the Lexile/reading levels of students, which is a major predictor of academic success in a broad number of areas.

**Central Elementary:** A survey was sent home with to the families of all 430 students at Central. Of those, 184 surveys were returned. Of those, 12 (6.5%) responded that they had no computer or technology device at home on which to do school work, and 15 (8.2%) responded that they had no kind of Internet access outside of school. With only a 42.8% response rate among students despite efforts to encourage participation, Central was disappointed with the poor survey response. We have very strong reason to believe that the families who chose to not participate in the survey are also those who lack Internet and computer access at home and chose not to return their surveys out of shame. So the number of families lacking computer and Internet access are probably much higher than reported.

Central Elementary has 76.2% of its students classified as economically disadvantaged. In 2017, Central had only 71% of its 3<sup>rd</sup> graders approach grade level or above in STAAR reading and 60% in math. For the 4<sup>th</sup> grade, 64% approached grade level or above in STAAR reading and 65% in math. For the 5<sup>th</sup> grade, 72% approached grade level or above in reading STAAR. These levels are well below the state average and Angleton ISD's average.

The goal for this program at Central Elementary is to increase the number of students on grade level in both math and reading (as documented in STAR 360 evaluations and STAAR tests).

Both campuses assess individual student needs through teachers, Title I support, Campus Advisory Committees, and leadership teams that regularly meet to look at the needs of their students in learning. Meetings range from weekly to monthly to evaluate student needs, interventions and successes. Data and reports on results of the Technology Lending program (including student participation and progress) would be adding to these meetings and assessment discussions.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	CENTRAL ELEM: 89 (47.1%) students in grades 3-5 are identified as below grade level in reading from recent Star 360 assessments, 31% of campus/students in grades 3-5 did not approach grade level or above on 2017 reading STAAR, and 36% of 5 <sup>th</sup> graders required accelerated instruction based on 2017 STAAR performance.	A targeted 20 students per grade level (roughly 33% of each grade level) would access reading intervention program software MobyMax at home for <u>at least</u> 60 minutes per week, with progress monitored by classroom teacher. Students will dramatically increase the amount of time per week spent reading and working on reading comprehension skills.
2.	CENTRAL ELEM: 61 (32.3%) students in grades 3-5 are identified as below grade level in math from recent Star 360 assessments, and 26% of campus/students in grades 3-5 did not approach grade level or above on 2017 math STAAR.	A targeted 20 students per grade level (roughly 33% of each grade level) would access math intervention program software Symphony/Aspire at home for <u>at least</u> 60 minutes per week, with progress monitored by classroom teacher. Students will dramatically increase the amount of time per week spent doing math and working on math facts and skills.
3.	ANGLETON JUNIOR HIGH: 95 students (6.4% of campus) are identified as being one or more grade levels behind in reading and are enrolled in a reading intervention class.	While at home, these 95 students would access for <u>at least</u> 60 minutes a week the educational software Raz-Kids/Reading A-Z, with usage and progress monitored by intervention teacher. The K-6 leveled curriculum would allow accessibility by the lowest leveled readers. Students will dramatically increase the amount of time per week spent reading and working on reading comprehension skills, resulting in a Lexile/reading level increase.
4.	ANGLETON JUNIOR HIGH: For grades 6-8 in 2017, 25% of Angleton Junior High students did not approach grade level or above on all STAAR subjects and 24% in reading. For grades 6-8 in the same year, 31% of economically disadvantaged students did not approach grade level or above on all STAAR subjects and 30% in reading.	While at home, these 95 students would access for <u>at least</u> 60 minutes a week the educational software Raz-Kids/Reading A-Z, with usage and progress monitored by intervention teacher. The K-6 leveled curriculum would allow accessibility by the lowest leveled readers. Students will dramatically increase the amount of time per week spent reading and working on reading comprehension skills, resulting in increased reading STAAR scores, particularly for the lowest level students who are most at risk.
5.	BOTH CAMPUSES: At Central Elem., 12 (6.5%) responded that they had no computer or technology device at home on which to do school work, and 15 (8.2%) responded that they had no kind of Internet access outside of school; at AJH, 79 (or 5.3%) responded that they did not have a technology device at home for school work and 111 (or 7.4%) responded that they did not have Internet access at home.	155 students (60 at Central Elementary and 95 at Angleton Junior High) will receive Internet and Chromebook access outside the school day and off campus. This number constitutes roughly 30% of students at STAAR testing grades (3-5) at Central and 6% of Angleton Junior High students – roughly the same number who reported having no Internet/technology device availability outside of school. The Technology Lending program will give these students needed access.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Classroom or Intervention Teachers	Good computer skills and a strong desire to assist students in bridging learning gaps. Must be adept in identifying student needs. The teacher must be able to regularly collect and evaluate data on student software use and student progress and report to campus leadership.
2.	Librarian	Must be skilled in managing the record-keeping, check-out and routine check-ups of equipment. Must be able to communicate equipment needs, losses, and issues to campus principal and technology coordinator.
3.	Instructional Tech. Coach	Assess and provide technology training needs of teachers regarding student educational software. Help observe and propose solutions to teacher or student needs.
4.	Technology Coordinator	Provide technology solutions that will best help Angleton Junior High and Central Elementary achieve student success, including but not limited to assuring digital safety, proper use, and management of hardware and software.
5.	Principal	Support teachers and librarians in their roles. Assist with discipline related to equipment use and overseeing students leaving/entering program. Facilitate discussions and data analysis related to student progress and success. Direct all involved personnel toward program goals.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	CENTRAL ELEM: increased reading levels and STAAR scores	1. Identify students, gather student data & documents	08/01/2018	09/01/2018
		2. Administer pre-tests & hold parent meetings	09/04/2018	09/28/2018
		3. Introduce devices, begin lending and online learning	09/04/2018	10/31/2018
		4. Monitor student progress, changing as needed	10/15/2018	03/01/2019
		5. Document student improvement (grades, testing)	02/04/2019	05/17/2019
2.	CENTRAL ELEM: increased math levels and STAAR scores	1. Identify students, gather student data & documents	08/01/2018	09/01/2018
		2. Administer pre-tests & hold parent meetings	09/04/2018	09/28/2018
		3. Introduce devices, begin lending and online learning	09/04/2018	10/31/2018
		4. Monitor student progress, changing as needed	10/15/2018	03/01/2019
		5. Document student improvement (grades, testing)	02/04/2019	05/17/2019
3.	AJH: increased Lexile scores / reading levels	1. Identify students, gather student data & documents	08/01/2018	09/01/2018
		2. Administer pre-tests & hold parent meetings	09/04/2018	09/28/2018
		3. Introduce devices, begin lending and online learning	09/04/2018	10/31/2018
		4. Monitor student progress, changing as needed	10/15/2018	03/01/2019
		5. Document student improvement (grades, testing)	02/04/2019	05/17/2019
4.	AJH: increased reading STAAR scores	1. Identify students, gather student data & documents	08/01/2018	09/01/2018
		2. Administer pre-tests & hold parent meetings	09/04/2018	09/28/2018
		3. Introduce devices, begin lending and online learning	09/04/2018	10/31/2018
		4. Monitor student progress, changing as needed	10/15/2018	03/01/2019
		5. Document student improvement (grades, testing)	02/04/2019	05/17/2019
5.	BOTH: increased off-campus educational computer usage	1. Identify students, gather student data & documents	08/01/2018	09/01/2018
		2. Administer pre-tests, surveys & parent meetings	09/04/2018	09/28/2018
		3. Introduce devices, begin lending and online learning	09/04/2018	10/31/2018
		4. Monitor student progress, changing as needed	10/15/2018	03/01/2019
		5. Document student improvement (surveys, testing)	02/04/2019	05/17/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Angleton Junior High** has monthly grade level, department, campus and committee meetings to discuss interventions and student improvement strategies. Meetings occur each corresponding week on Wednesday afternoons. Departmental teams and Professional Learning Community teams meet weekly to discuss student interventions, curriculum, student progress and goals. Campus Advisory Committee consists of grade level, program, community, and students representatives who help create, monitor progress and revise as necessary the Campus Improvement Plan. This committee also meets to discuss academic performance and intervention. Reviews and revisions are communicated to stakeholders including staff, students, parents and community members using a variety of means, including meetings, phone calls, letters, social media posts, and website.

**Central Elementary** has weekly team/level meetings to discuss interventions and student improvement strategies. Its Campus Advisory Committee is made up of grade level and program representatives who help create, monitor progress and revise as necessary the Campus Improvement Plan. This committee also meets to discuss academic performance and intervention. Necessary adjustments are made as needed and communicated to stakeholders including staff, students, parents and community members using a variety of means, including meetings, phone calls, letters, social media posts, website, and the district smartphone app.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Neither Angleton Junior High nor Central Elementary has a current technology lending program. There is a 1:1 ratio of Chromebooks at both campuses, but they are for classroom use only and only during school hours because of the lack of insurance and back-up Chromebooks in case some are forgotten, lost, broken, etc. The Technology Lending program's effectiveness will help bolster future efforts and fundraising to support providing technology to students outside the campus and the school day.

Teacher and staff commitment will be maintained at both campuses through campus leadership support and instructional technology coaching to assure teachers receive the support needed to continuously monitor and report on student progress as well as the equipment maintenance. Student commitment will be maintained through teacher and staff feedback and continued participation in the program. The students will also receive rewards through the educational software programs they will be using. They will also be intrinsically rewarded through better grades and test scores.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Equipment check-out / maintenance and program logistics working	1.	Parent meeting sign-in sheets
		2.	Technology Lending agreements & acceptable use documents signed
		3.	Check-out and "check-up" logs maintained by librarians
2.	Student appropriate use of equipment	1.	"Check-up" logs maintained by librarians
		2.	Number of students documented exited from program for misuse or unuse
		3.	Documented student progress and time spent on educational software
3.	Targeted student achievement / progress monitored & evaluated by teachers, campus leaders	1.	Student progress on educational software documented & monitored weekly
		2.	Improvement on appropriate screeners and benchmark or practice tests
		3.	Improvement on STAAR tests
4.	Student technology use and proficiency	1.	Student and parent surveys at beginning and end of program
		2.	Documented monitoring of data usage
		3.	Demonstrated proficiency in Technology Applications TEKS for the grade level (pre- and post-program evaluations)
5.	Ancillary student achievement or improvement	1.	Documented increase in student 6-week grades
		2.	Documented increase in student attendance
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. Students will be identified for the program. At Central Elem., a target list of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders will be created with priority given to those below grade level in reading or math, those with no or limited technology or Internet access, and those classified as economically disadvantaged. At AJH, those students identified as below grade level in reading and qualifying for the reading intervention course will be identified for the program. At both campuses, parents of these students will be notified and educated about the program during a meeting. Signed and received Technology Lending Agreements and Acceptable Use documents will be required for the students to check out the equipment from the librarian at each campus. The librarians will also perform and document monthly equipment "check-ups."
2. At each campus, librarians will perform and document monthly equipment "checkups." Misuse or lack of use of equipment will be monitored by the classroom/intervention teacher (looking for time spent on the assigned educational software), the librarian (looking for signs of physical misuse or loss/theft of the equipment), and the technology coordinator (looking for signs of data usage inconsistent with the assigned educational software). Campus principals will document their program-related discipline and program removal decisions.
3. Teachers will monitor weekly progress on assigned educational programs. Data will be collected and evaluated by teachers and campus leaders on student screeners, practice/benchmark tests, etc. that will document student progress. Participating student STAAR scores will also be collected and evaluated.
4. Students and parents will be given surveys at the beginning of the program and at the end asking about their access to technology and the Internet away from school, their usage times, and how the student spends time on technology. Participating students will also be given a pre- and post- program evaluation of the Technology Application TEKS appropriate for their grade levels. The district technology coordinator will use the Google Admin Console and Kajeet's Sentinel dashboard to see information such as when students are logging on, how much data they are using, and what sites are being visited.
5. Participating student grades and attendance will be collected through Skyward. Teachers will also have their own documentation of this data.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Angleton ISD** has a balance of \$1,488,787.19 in its Instructional Materials Allotment after disbursements of \$334,929.05 were made in the fall of 2017. However, 2017 is the first year of the 2-year biennium of our IMA funds. Both elementary and secondary levels of the district anticipate having fairly large adoptions coming in the next few years. Because we don't know how much money we will need for those adoptions, the district does not feel comfortable planning or approving any large purchases from the IMA funds for anything other than essential instructional materials at this time.

**Angleton Junior High:** Currently, the campus has 1:1 Chromebook availability to students, but only on campus and during school hours. There are no current technology lending or internet access programs.

**Central Elementary:** Currently, the campus has 1:1 Chromebook availability to students, but only on campus and during school hours. There are no current technology lending or internet access programs.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Angleton ISD mission statement:** "Wildcats are empowered to positively transform their lives, the community, and the world."

**Angleton ISD goals 2016-17:** 1. We will provide guidance, tools, resources and instruction targeted to individual needs; 2. We will develop self-sufficient students who are empowered to communicate effectively, think critically, solve problems and serve their community; 3. We will prepare students to become competent and productive users of technology; 4. We will create flexible and innovative solutions tailored to the individual needs of all student population groups with documented achievement gaps to improve performance, close gaps, and increase opportunities for success; 5. We will provide the effective delivery of an aligned P-16 curriculum to ensure all students are well-prepared for a seamless pathway to employment or college-level coursework.

The technology lending program aligns to the mission and goals of Angleton ISD because it will help positively transform the lives of students. The program will be used as a tool to help give individualized instruction and reinforcement of instruction to targeted students. It is our hope that the outcome of the technology lending program will be self-sufficient students who are critical thinkers and problem solvers all while being competent and productive users of technology. The technology lending program and the applications students will access at home because of the program are flexible and innovative solutions designed to meet the needs of targeted, needy student population groups. Our intended outcomes include improved performance, closed gaps and increased opportunities for student success. The applications accessed through the technology lending program will be part of an aligned curriculum designed to ensure students are on grade-level and prepared for the next step of their college-level coursework and/or employment path.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our plan for providing Internet access for students' residences includes a Kajeet Smartspot device and data plan. These devices are designed to provide a complete off-campus, educational-focused broadband program that will provide students with access to safe, filtered and monitored Wi-Fi internet access. The data plan will provide 500 MBs of data per day to each student/hotspot device. Daily limits, instead of monthly ones, will enable students who exceed their data limit to continue working and learning the next day, instead of having to wait several days until the end of the month. Inappropriate and non-education content will be filtered by the Smartspot device and cannot be accessed.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Angleton ISD has each student and parent sign an acceptable use policy for computer and Internet access. This document covers issues related to responsible technology use. Some of the topics covered include cyberbullying, copyright, appropriate handling of hardware and safe Internet surfing procedures. Students are not permitted to access school devices until they and their parent have signed this document. With the addition of technology lending devices through this program, there will be a need to create a district Technology Lending Agreement.

Students will be reminded and expected to handle the equipment from the Technology Lending program the same way they use their 1:1 Chromebooks and other technology equipment in the classroom. The lending program will begin after teachers teach and reinforce these procedures and expectations in their classrooms. Appropriate use and handling will also be addressed in the parent meeting held prior to equipment being checked out to students. It will also be reinforced that the technology is to be used primarily for the assigned educational software use. The same disciplinary actions regarding on-campus technology misuse will be used for misuse in the Technology Lending program.

The lending program will also align with the current curriculum and instruction, in that the assigned educational software is aligned to the appropriate grade level and subject TEKS. The programs should offer more practice, scaffolding and intervention for students identified as being below grade level.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Angleton ISD is using electronic instructional materials at all grade levels (pre-K through 12) and in all subjects. The district has developed a digital information infrastructure designed to place technology tools in the hands of students, staff and teachers. Using network, multimedia and video conferencing technologies, students learn in a technology-rich environment. Our technology infrastructure allows for innovative approaches to instruction, staff development and increased learning opportunities for students. We strive to create physical, networked and online environments that will accommodate current and future technology seamlessly into the classroom environment.

Each classroom at AJH and Central Elementary is equipped with a "Presentation Station" (50-inch TV or larger, document camera, and Chromebook on a mobile cart). Each teacher is provided with a Windows laptop. Chromebooks are available for student use in carts in each classroom at AJH and at Central; Chromebooks are available for student use in a 1:1 ratio. Wireless access is available in each classroom, with wireless access points placed in every other classroom. The campuses share the district's gigabit internet connection.

Each student in Angleton ISD is provided with a Google Account and an Office 365 account to use for document authoring, file storage, email, and collaboration. Teachers use Google Classroom to provide "anytime/anywhere" access to assignments, links, teacher communications, and classroom materials.

Curriculum products paid for by district and campus funds include: Renaissance Learning/STAR 360, MobyMax, Science Fusion, GoMath, McGraw Hill Social Studies Online Textbooks, Edgenuity, Flocabulary, Learning A-Z, Ascend/Symphony Math, Tumblebooks, and Studies Weekly.

The Instructional Technology department provides support for free-to-use tools such as Google Classroom, G Suite for Education, Quizlet, Quizizz, Plickers, Socrative, Kahoot, Canva, Class Dojo, Classflow, EdPuzzle, Edmodo, Nearpod, Office 365, Remind, Symbaloo, Padlet, Skype, ABCya, Epic, Desmos, Code.org, Common Sense Education, Screencastify, Flipgrid, and others as they become available or at teachers' request.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Angleton ISD has a very versatile fiber network infrastructure that allows students and teachers to make use of many technology tools, district-wide. The gigabit network backbone allows us to deliver voice, video and data, on demand to all classroom devices. Ultimately, our robust district network enables teachers to deliver creative and instructive classes that engage and enhance student learning. Our Aruba wireless network provides wireless connectivity with adequate density and bandwidth to all classrooms. We have 472 Aruba wireless access points divided among 10 campuses.

Our firewall and Internet filter solutions have enabled us to maintain compliance with the Children's Internet Protection Act (CIPA), which allows us to receive funds from the Schools and Libraries Program of the Universal Service Fund (E-RATE). Specifically, our Fortinet firewall enables us to protect our internal filter and monitor all Internet traffic.

For this program, the Kajeet SmartSpot will offer both Internet access through a hotspot, but also school-specific filtering. The device supports the latest, most advanced security protocols, including IPv4 NAT and IPv6 firewalls, unique Wi-Fi passwords, MAC address filtering, Wi-Fi privacy separation and hacker prevention features. It features fully customizable filters that will allow us to limit the websites students can visit on the Technology Lending program equipment and limit the unnecessary use of bandwidth. It offers reports of device usage to help evaluate web traffic activity. The data plan associated with the device will give students daily data limits, instead of monthly ones, which will allow for more appropriate student use after misuse, just in case the safety protocols are breached.

Each student in Angleton ISD is provided with a Google Account and an Office 365 account to use for document authoring, file storage, email, and collaboration. Teachers use Google Classroom to provide "anytime/anywhere" access to assignments, links, teacher communications, and classroom materials.

Curriculum products paid for by district and campus funds include: Renaissance Learning/STAR 360, MobyMax, Science Fusion, GoMath, McGraw Hill Social Studies Online Textbooks, Edgenuity, Flocabulary, Learning A-Z, Ascend/Symphony Math, Tumblebooks, and Studies Weekly.

The Instructional Technology department provides support for free-to-use tools such as Google Classroom, G Suite for Education, Quizlet, Quizizz, Plickers, Socrative, Kahoot, Canva, Class Dojo, Classflow, EdPuzzle, Edmodo, Nearpod, Office 365, Remind, Symbaloo, Padlet, Skype, ABCya, Epic, Desmos, Code.org, Common Sense Education, Screencastify, Flipgrid, and others as they become available or at teachers' request.

Our libraries at both Angleton Junior High and Central Elementary are equipped with Follett's Destiny database, which will help us check Chromebooks/Smartspots out to students to take home and to perform monthly "check-ups" on equipment. This database will enable us to keep track of all equipment and help secure our investment.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 020902

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With help from the Central Elementary Campus Advisory Committee and the leadership of Angleton Junior High, a plan for monitoring both student progress and student maintenance of the purchased devices has been developed.

First, parents/guardians of students selected to participate in the program will be notified about the program and information will be given through an in-person meeting, preferably at Open House. Both parents/guardians and students will be asked to sign a Technology Lending Agreement addressing maintenance/use of the hardware as well as student participation and progress in the educational software. This is in addition to the Acceptable Use Procedures and Internet Safety document that students and parents/guardians are required to sign every year.

Bar codes will be placed on the Chromebooks and Smartspot devices that will enable the campus librarian to "check out" the equipment to participating students. The librarian will ask that students bring the equipment back to the library for a mandatory "check-up" at least monthly to ensure the upkeep of the equipment. Classroom/intervention teachers of the participating students will monitor student progress on the educational software at least weekly to ensure participation and to evaluate the efficacy of the program.

Students who fail to return their equipment for "check-up" on a consistent basis, who fail to take appropriate care of the equipment, who misuse the Internet access or who fail to participate in the assigned educational software will be removed from the program by the campus principal. Another student from the waiting list would then be added to the program.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Technology Lending Agreement will be developed and signed by both the participating student and his/her parent or guardian. This agreement will address the responsible use and care of equipment, the importance of using digital resources safely and securely, and will emphasize the responsibilities of the students in Digital Citizenship. The agreement will also address the need for students to work on assigned educational software and that the Technology Lending program equipment is not for personal (non-educational) use. During the Parent Meeting, it will be reinforced that failure to comply with the agreement may result in student removal from the program and the return of program equipment.

Insurance through Securanty, Inc. will be purchased by the district for the equipment for the grant period (12 months). This policy will cover mechanical / accidental damage, loss and theft. Any student who damages a device will be required to notify the teacher or librarian, who will initiate a help desk request. A similar request will be sent when the librarian notices damage during a monthly "check-in." A technician will pick up and ship out the device for repair. Cases of loss or theft will be filed with the insurance company and the equipment will be replaced as soon as possible.

To minimize Chromebook damage, cases will be provided to students. Elementary students will be given briefcase-style cases, because other than the monthly "check-ins," their devices should remain at home. Junior High students will be given "always on" style Chromebook cases because they will be expected to take them back and forth from home to school on a daily basis. Students who remove the devices from their cases will face discipline and possible use restrictions or removal from the Technology Lending program. Teachers will be required to create and reinforce classroom procedures that encourage device safety.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: